

**Social Skills:  
A Literature Review and Unit Plan**

An Honors Creative Project (HONRS 499)

by

Lori Walden

Creative Project Advisor  
Donna Carloss Williams

*Donna Carloss Williams*

Ball State University  
Muncie, Indiana

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## Abstract

.W346 What right would we have to lament the state of literacy if we never taught children to read? (Bocchino xiii)

Social skills are a person's knowledge of and aptitude for interactions with other people, and many children lack these vital skills. There are three main domains for discussing specific social skills: assertion, self-control, and cooperation. Social skills are important because they enable children to develop socially and to maintain healthy relationships, as well as do better in school.

It is only reasonable for teachers to give children the tools needed to complete a job; a child's job is to be a good student. Schools offer a great place to teach social skills, as children spend plenty of time there. We should change the curriculum from the 3 'R's to the 4 'R's, "reading, 'riting, 'rithmetic, and relationships" (Katz viii), because there is a correlation between social skills and academic success of children. An improvement in behavior is also a positive outcome from knowing and using social skills.

The three main interventions to teach social skills are modeling, shaping, and coaching (Ladd 115). When explicitly teaching any social skill, it is important to remember to teach the knowledge, actions, and application of each skill.

After the literature review, there is a second grade unit, titled "Communities". This is to show ways to integrate teaching social skills with content.

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Lori Walden

Mrs. Donna Williams, advisor

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### Literature Review

#### *What Social Skills are*

Many people agree that having social skills, or social competence, is essential to be a well-rounded person, but everyone has their own definition of this important term. Campbell said that "social skills consist of social behaviors and social knowledge- knowing what to do and when to do it" (89), and Doll states that "social competence may be defined as the functional ability of the human organism for exercising personal independence and social responsibility" (10). "Although definitions of social competence vary," Katz began, "they generally focus on an individual's ability to initiate and maintain satisfying, reciprocal relationships with peers" (1). What these authors are saying is that social skills come down to a person's knowledge of and aptitude for interactions with others.

Thus, social skills can be seen in many different ways at different times. The root to all manifestations of good social skills is an "effective response" (Dodge 1). Effective responses can vary, as human interactions are never the same; what may be effective in one situation is not necessarily effective in a different one. Different examples of effective responses include overall positiveness, ability to resolve conflicts, awareness of group norms or social rules, and positive self-perception (Karloly and Steffen 26).

Because there are so many different ways for social skills to be manifested, it is beneficial to work with three main domains for discussing specific social skills: assertion, self-

control, and cooperation (Meier et al. 410). All social skills and behaviors, or the individual actions that make up a social skill, can fall into one of the three areas (Meier et al. 410).

Assertion is important for children to create their own identity, but it needs to be balanced. Asking for help is one skill in this domain, because it requires assertion of the student. He or she must use several social behaviors that call for him or her to initiate such a sequence of actions (Campbell 47). Other assertion skills include interrupting play of another child (Campbell 90), non-verbal interaction (Katz 106), approaching others positively (Katz 106), and making positive decisions (Campbell 108). The key to this area is that the necessary actions fall to the initial child.

Another main area of social skills is self-control. This area requires the child to internally manage his or her emotions. Emotional management skills are key to this area, because of the internal factor involved (Orpinas 135). Many shy children struggle with self-control social skills; children who are bullies also struggle with this area, as they are unaware of how to utilize these skills when they strive to keep control of the situation. This area includes avoiding conflict (Campbell 90), not being intimidated by bullies (Katz 106), responding to teasing (Campbell 90), and dealing with loneliness and disappointment (Campbell 90).

The third main area is cooperation; this is the area most commonly linked to social skills. Making friends and playing with others are prime examples, because both require children to be assertive as well as responsive (Campbell 90). Cooperation can also be exhibited by showing interest in others (Katz 106), negotiating and compromising (Katz 106), and enjoying being around other cultures (Orpinas 108).

According to Lane et al., many teachers have identified self-control and cooperation as the most important domains for success in school (105).

*Why Social Skills are needed*

Social skills enable children to develop socially and to maintain healthy relationships. An absence of a sense of belonging may have a negative effect on social development. Children "must be competent at communicating and working cooperatively with others" for healthy relationships to develop (Elias 3). By the definition this is the core of social skills.

Social skills help maintain positive relationships that grow over time (Bocchino 140). This is because social skills are a necessary component to creating relationships, and making those relationships positive. Without knowledge of appropriate behaviors, a child may create habits that will severely hurt his or her relationships (Bocchino 140).

In addition to positive relationships, social skills also are key to preventing violence (Orpinas 137). If a child has social skills, and uses them appropriately, then most conflicts will be resolved in a non-violent way. In contrast, "poor peer relationships early in life appear to place children at risk for problems in later childhood, adolescence, and adulthood" (Ladd 17). These problems can range from extreme aggressiveness to social reclusiveness, as well as adjustment problems, including underachievement, truancy, and conduct disorders (Ladd 17-18).

Social skills are also a good academic predictor, for similar reasons. Missing social skills can result in other maladaptations, such as academic failure, dropping out of school, or delinquency (Katz vii). "Social competence and academic achievement influence each other, and children need both to succeed academically and socially and, later in life, professionally" (Orpinas 82).

According to Brown, the best predictors of reading and math achievement are: attending school, positive talk to peers, compliance, and independence (13). By teaching children

social skills, we can help improve their quality of life, and give them a better chance to succeed.

### *Why teach Social Skills in the classroom*

Meier et al. said it best when they said, "If teachers have expectations for students' social behavior and hold them accountable for these expectations, then it is important that they (a) make their expectations explicit, and (b) provide instruction to help students meet these expectations" (418). Telling a child that he or she is expected to behave is not enough direction; children need to be taught what "good behavior" means. It is only reasonable for teachers to give children the tools needed to complete a job; a child's job is to be a good student. It is an easy assumption that learning these skills is an "automatic and involuntary" part of development in children, but it is not (Ladd 112).

Taking the same attitude, teaching social skills should be a priority for teachers. "Researchers have long recognized the importance of peer relations for children's social development; yet their findings have not always been effectively translated into classroom practice" (Campbell xv). Also, "research indicates that social and emotional skills are associated with success in many areas of life" (Ciarrochi 1). Our goal for children in school is success, so we must help them achieve it.

Even though social skills are very important, our culture "does not explicitly train individuals on these skills" (Ciarrochi 17). This is a shame as "social learning is often more difficult than academic learning because interactions always differ and tend to happen very rapidly" (Campbell xix). Many teens also believe that lessons in honesty and caring ought to be part of the curriculum, according to a Gallup Youth Survey (Bocchino 3).

Another large problem with learning social skills is the fact that students need to be

"walked through the process of transforming a more complex skill into smaller, manageable steps" (Orpinas 136-137). This is fairly easy to do in a structured environment, like in a classroom, but anywhere else is a problem. Children can lack places to learn vital social skills. Therefore, school is an appropriate context for teaching these skills.

"Socially competent, independent children tend to come from families with a blend of warmth and control, a balance of closeness and distance" (Katz 14). This, again, points to school as being the best place to educate people about social skills, as majority of children go through the educational system.

"Like all skills, social skills improve with use! It is likely that children will strengthen their social skillfulness if they have opportunities to practice a wide range of social behaviors" (Katz 32). By explicitly teaching social skills in the classroom, children are given the time to practice these abilities. "Children may lack appropriate skills simply because they do not have opportunities to learn and practice them." (Katz 9).

The classroom is the "most effective teaching place" to allow practice of social skills because skills will be maintained if taught in a natural environment (Brown 17). Teaching social skills in the classroom will allow children to also practice with their peers, which means children will be more likely to maintain social behaviors and to use this knowledge without direct teacher prompting (Campbell 104). Also, the classroom is "where children spend a lot of time together", consequently allowing practice with peers (Brown 5).

We expect it in their cooperative learning groups; we expect it on their sports, music, or other teams. Many parents, educators, and students themselves are quick to decry the loss of sportsmanship, or teamwork, of unselfishness. Yet these skills are at least complex as the ones that lead to traditional literacy... What right would we have to lament the state of literacy if we never taught children to read? (Bocchino xiii)

Following that, social skills should have the same importance as other content areas (i.e. math, reading, social studies). "Social interaction around substantial content is one of the most, if not the most, critical factors in optimum cognitive development" (Katz 90). By integrating social skills into the daily curriculum, this development of social skills is encouraged. As Katz said, we should change from the 3 'R's to the 4 'R's, "reading, 'riting, 'rithmetic, and relationships" (viii).

Many sources have stated a correlation between social skills and academic success of children, including: Brown, Campbell, and The Emotional Literacy Handbook. "Educational approaches that emphasize opportunities for discussion and joint problem solving are increasingly recognized as key to the continued development of intellectual and social skills" (Katz 44). This means that we should use strategies that enhance academic competence with strategies that also enhance social competence (Hundert 39).

Teachers already acknowledge the importance and impact of group work in the classroom, but many forget to teach the children how to work in groups. "Cooperative learning resulted in more higher-level reasoning, more frequent generation of new ideas and solutions, and greater transfer of what is learned within one situation to another" (The Emotional Literacy Handbook 72). Group work is a great way for children to go beyond teacher-expectations, and for a child to really learn. It is a powerful tool which, when used appropriately, allows for maximum learning.

Children who have good social skills are able to "devote more time and energy to academic tasks" (Elias 52). This is because they can completely focus of the learning aspect of school, and do not need to worry about their peers. "Children who are socially competent are more likely to have more friends, develop positive relationships with others, and be academically successful" (Orpinas 108).



Along with academic success, children who know and use social skills also have better behavior. This can be with less aggression, or with more assertion. "A substantial body of longitudinal research implies that explicit early instruction in social problem solving averts subsequent problem behaviors..." (Elias 20).

Elias believes that by teaching "... children to think carefully and independently through decisions and problems, we will help them see that they have choices, that they have some control over their lives..." (10). This is true because once a person realizes that he or she has some control in his or her life, then he or she will be more willing to take be in command of his or her life. A child who exerts control over his or her life will also in turn exert control over his or her learning, making it his or her own.

A follow-up study of students in fifth grade identified as anxious, fearful, or withdrawn in second grade suggests that "early social withdrawal seems to limit children's opportunities to develop adequate social skills, and this in turn lead to further withdrawal" (Katz 10). This withdrawal will hurt a child's overall behavior, because it is necessary for people to interact with one another.

For the children of our nation to become well-rounded citizens, we need to teach them social skills. As Orpinas said, "A healthy school is one in which students not only refrain from fighting or verbally hurting each other but also develop positive relationships" (4).

### *How to Teach Social Skills*

Just as there are many different ways to teach content to children, there are many viable ways to teach socials skills in the classroom. The three main interventions to teach social skills are modeling, shaping, and coaching (Ladd 115).

Modeling is the typical way linked to how to teach social skills. Modeling is by far the easiest; it only involves children watching other children use socially acceptable behaviors, while that behavior may be described. Basically, children are encouraged to imitate others during this program. This method has had mixed results of effectiveness, according to Ladd; many times the desired behavior did not last after the program was completed (118-119).

"Shaping programs were founded on the principle that naturally occurring social behaviors could be strengthened or made more frequent by ensuring that children who performed these behaviors had a positive or rewarding experience after doing so" (Ladd 118). In other words, shaping is the use of rewards (tangible and intangible) for use of appropriate social skills. Rewards can vary, anything from a compliment from the teacher to a piece of candy. Shaping has shown that children are more social during the program, but afterwards the skills learned were not retained. (Ladd 118)

The third program, coaching, has been the most effective. Typically, there are three key steps to coaching. First, children learn the concept of the skill to be taught, and the goal that could be obtained by this skill. Next, the children practice the skill; finally, continual assessment is used to help children retain and refine the new skill. (Ladd 119)

There are many advantages of coaching, the foremost being that it is the most effective. Coaching is also very flexible, as it can be used alone or in combination with modeling. The practice provided by coaching is great, because it allows for practice of combining social behaviors into strategies as well as practice of responses through a guided reenactment. This can also motivate students to learn and use problem solving as a strategy in a variety of learning tasks, and teaches children to use the advantage of peers. This can then lead to academic success, since coaching facilitates a reciprocal relationship that is between social and academic

competence. This places a focus on content in the classroom. Finally, coaching allows for hypothetical situations, which gives children a chance to learn how to act outside of school, where social rules may be different. (Bocchino 110-111)

When explicitly teaching any social skill, it is important to remember three guidelines. The first is to teach the knowledge, or what the skill is used for. Second, is the actions; children need to be able to practice the new skill and to act on that knowledge. And third, there needs to be an explicit application; a skill is of no use if the child cannot apply the knowledge. (Ladd 99)

THEMATIC UNIT: Communities

GRADE: Second

SUBJECTS TAUGHT: Reading, Writing, Listening and Speaking, Science, Social Studies

This unit is intended to show how social skills can be taught integrated in another content. Please note that every lesson plan has three objectives: content, language, and social skills. The rest of the lesson plan layout is modeled after the traditional format of Ball State University's Department of Elementary Education; features from the Sheltered Instruction Observation Protocol are also included.

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**TITLE:** Introduction to Communities and the unit

**SUBJECTS:** Science, Social Studies

**INDIANA STATE STANDARDS:**

Sci 2.4.8 Give examples of different roles people have in families and communities.

SS 2.4.2 Identify community workers who provide goods\* and services\* for the rest of the community and explain how their jobs benefit people in the community.

SS 2.5.1 Identify some of the responsibilities that individuals have to themselves and others.

**CONTENT OBJECTIVE:** The student will be able to identify roles and responsibilities.

**LANGUAGE OBJECTIVE:** The student will be able to verbalize thoughts about roles and responsibilities.

**SOCIAL SKILLS OBJECTIVE:** The student will be able to work in a group with a designated role.

The student will be able to understand why expectations are important.

**Motivation**

Ask how many of the students are in a family. Have them turn to a neighbor and describe their family. Ask how many have chores, or jobs, in their family. Tell the students to turn to a different partner and describe their chores.

**Procedure:**

Explain the words 'role', 'responsibility', 'expectation', and 'community' to the students (write the words on the board). For each word, have the students guess the meaning, and work together (as a class) to uncover the actual meaning.

A role is how a person functions in an area, or what their responsibilities are.

A responsibility is what a person is required to do, or expected to do.

An expectation is what someone (either yourself or a different person) believes you should do.

A community is a group of people who have different roles and responsibilities, but who work together in some way.

After the meaning has been said, have the students brainstorm why these things are important. (New information)

Work as a class to name one community, people who make up that community, and responsibilities and expectations of those members. Draw a web on the board to organize this information. Reduce the amount of assistance the students receive (scaffolding); begin by giving suggestions and examples, but by the end the students should not need the support. (See end of lesson for examples of communities) (Modeling and guided practice)

Have the students work in small groups and name two more communities, and create webs like the one on the board. Before the students are divided up, review good group behavior- actively listening when someone else is speaking, giving every idea a chance, allowing all group members an opportunity to share, etc. Explain the three (or four) roles each group will have.

Task-monitor- keeps the group on task

Sharing-monitor- makes sure everyone shares

Writer- writes down the information

(Noise-monitor- keeps the noise level in check)

Break the class up into groups of three (four if necessary). For each group, if at all possible, have a high-level student be the task-monitor, a low-level student be the sharing-monitor, and a student who is disliked be the writer (in groups of four, have a student who is generally well-liked, and is at any level, be the noise-monitor). This will help the disliked student be included in the activity, because they are a necessary component to the assignment (Campbell 56).

Proceed to have the students complete the assignment, observing that the roles are used.

(Checking for understanding and practice application)

Depending on the time, have several groups share their webs with the class. Have the class look for similarities and differences in the different webs, and talk about how people have different expectations. Explain that we will be learning more about expectations, and how to follow common ones- which means we will be learning about how to act in different situations. If possible, post the webs somewhere accessible by the students, to promote further discussion. (Closure)

### Examples

*school*: students (homework, walk in the halls), teachers (teach, grade papers), help-staff (clean, answer phones, cook)

*town*: mayor (make rules, enforce rules), store owner (runs store, be honest), garbage men (pick up trash on trash day, put trash at landfill/correct place)

*church* (or any religious group): pastor/preacher/priest (leads services, prays), Sunday school teacher (teaches), member (attends, follows rules)

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**TITLE:** Feeling Words

**SUBJECTS:** Reading, Listening and Speaking

(This lesson encompasses five school days. It is intended to become a regular part of the school week, as it can be easily repeated with other feeling words. Also, this is best completed in an

informal discussion setting, such as in a circle.)

**INDIANA STATE STANDARDS:**

ELA 2.7.3 Paraphrase (restate in own words) information that has been shared orally by others.

ELA 2.7.6 Speak clearly and at an appropriate pace for the type of communication (such as an informal discussion or a report to class).

(Depending on the given assignment, other standards apply.)

**CONTENT OBJECTIVE:** The student will be able to paraphrase information that has been shared orally.

**LANGUAGE OBJECTIVE:** The student will be able to discuss a new feeling word (empathy).

**SOCIAL SKILLS OBJECTIVE:** The student will be able to identify a new feeling word (empathy), and identify when the feeling is appropriate.

**Day 1: Discussion (Motivation/New information)**

Introduce "feeling words" to the class. Explain that these are words that are used to describe the emotions that people experience. Have the class brainstorm a few "feeling words" on the board (examples: happy, cheerful, sad, upset, depressed). Ask if all of the words mean the same things (no); even though the words may have similar meanings, each is individual.

Let the students know the word for this week, which is "empathy" (write the word on the board). Have the students predict what this word means (important pieces to cover/point out: this word is a noun, it means to share the feelings of someone else, it helps us know how someone else feels).

**Day 2: Academic and Real World Associations (Modeling)**

Have the students share times when they saw/felt empathy. Begin by sharing a personal experience in order to model how to share (appropriate pace, good details). After the first student has shared, model how to paraphrase what was said. Encourage all students to share and to paraphrase what is said. (If time is an issue, break the class into two or three groups.)

**Day 3: Triggers (Guided practice/Checking for understanding)**

Discuss with the students why it is important to have empathy. (Possible answers: to help others, to know how others feel.)

**Day 4: Assignment (Practice application)**

Explain the assignment (or choice of assignments), and give the students time to work. Possible assignments (some are better designed for specific feeling words):

1. Collage- the student makes a collage that symbolizes the feeling word of the week.  
(This can be of images, words, or a collection of books, songs, or poems.)
2. Writing- the student writes a story or poem that focuses on the feeling word of the week.
3. Ads and emotions- the student will choose two to three ads that utilize the feeling word of the week, and write up a paragraph (5-6 sentences) about how the ad utilizes the feeling word.

4. Picture- the student will draw a picture that uses colors and symbols of the feeling word.
5. "How to..." Poster/pamphlet- the student will create a poster or pamphlet that gives instructions based on the feeling word, such as "How to stay happy" or "How to avoid being mad".

#### Day 5: Assignment Presentations (Closure)

Have the students present their assignments to the class. This can be graded on presentation (rate of speech, grammar), neatness of project, and the connections made (how well they are explained).

Pull the class together to discuss their new view of "empathy" after learning about it. Ask how this information will affect the classroom as a community.

(Ciarrochi 15)

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**TITLE:** Learning Non-verbal cues

**SUBJECT:** Writing

#### **INDIANA STATE STANDARDS:**

ELA 2.7.14 Provide descriptions with careful attention to sensory detail.

SS 2.5.2 Explain how individuals are members of many different groups and compare and contrast the expectations of behavior in different groups.

**CONTENT OBJECTIVE:** The student will be able to create a story that pays careful attention to sensory details.

**LANGUAGE OBJECTIVE:** The student will be able to write a story that pays careful attention to sensory details.

**SOCIAL SKILLS OBJECTIVE:** The student will be able to identify specific non-verbal cues for different emotions.

#### **Motivation**

Without talking, pretend to be mad in front of the class. On the board, write: How do I feel? Point to a student to answer the question. Once the correct answer has been given, repeat with acting happy. (DO NOT TALK DURING THIS TIME.)

#### **Procedure:**

Ask how the students knew the answer to the question on the board (only accept answers that are vocalized, not modeled). Explain that those behaviors (smiling, frowning, crossing your arms, posture) are non-verbal cues, or hints that people give without talking.

Explain the activity to the students.

1. Everyone will pair up.
2. Student #1 picks 3 powerful experiences from their lives (a special birthday, a sad experience)
3. Without talking, student #1 recalls an event, as vividly as possible, and student #2 watches and mentally notes posture, expressions, breathing, and other clues.
4. After a few moments, student #1 should stretch, and repeat the process with a different event. (repeat with third event).

5. Student #1 picks an event (any of the three demonstrated) and student #2 says if the event was the 1st, 2nd, or 3rd shown. (Students should not say what it is they are thinking about.)

6. Students switch roles, and repeat the activity.

Write a shortened version of the directions on the board, to help the students stay focused during the activity. (New information)

Choosing a student volunteer, practice the game in front of the class. Have the volunteer be student #2 (the one who guesses). (Modeling)

Have the students complete the activity. Be sure that the students remember that the things they see now will be important for the activity later. Observe the students to ensure they are actively participating. (Guided practice)

Pull the class together, and brainstorm a list of non-verbal cues they saw during the activity. Write the list on the board. Ask if the physical clues they saw are appropriate for all places (Is it ok to cry in your bedroom? What about in the store?). Explain that expectations can be different depending where we are. (Checking for understanding/New Information)

Have the students write a fictional story that is descriptive. The students must have the characters portray their emotions via non-verbal cues. Review how to do this in writing, by using descriptions and saying it ("She stomped her foot." is a good example; "She was mad." is not). (Practice application)

Ask the students how empathy can help them in their daily lives. Possible answers: know how someone else feels, know when you can talk to someone else. (Closure)  
(If possible, work on the writing pieces more, such as during a writer's workshop.)

(Bocchino 83-84)

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**TITLE:** "Freeze Frame" (Introducing pacing)

**SUBJECT:** Listening and Speaking, Writing

**INDIANA STATE STANDARDS:**

ELA 2.7.3 Paraphrase (restate in own words) information that has been shared orally by others.

ELA 2.7.6 Speak clearly and at an appropriate pace for the type of communication (such as an informal discussion or a report to class).

ELA 2.7.14 Provide descriptions with careful attention to sensory detail.

**CONTENT OBJECTIVE:** The student will be able to paraphrase what another person has said, at an appropriate pace.

**LANGUAGE OBJECTIVE:** The student will be able to restate what another person has said, at an appropriate pace.



**SOCIAL SKILLS OBJECTIVE:** "The student will be able to describe and find examples of pacing from own experience" (Bocchino 81).

"The student will be able to refer to their own experience to support fact that pacing occurs naturally" (Bocchino 81).

"The student will be more conscious of what pacing is, and they will be able to explain what had been for them an out-of-consciousness phenomenon" (Bocchino 81).

### **Motivation**

Ask the students what it is like to walk next to, or with, someone who is going faster or slower than they are, or if the person is going at the speed/pace. Discuss how this can make you feel uncomfortable/comfortable.

### **Procedure:**

"Pacing" can mean how fast you are going, or it can mean mirroring someone else's body clues (non-verbal cues). Tell the students that they will be learning what these clues are, how to notice these clues, and how to write a story with these clues included.

Explain the game "Freeze Frame" to the students.

1. Pair up the students.
2. Have the students talk to each other about a positive event in their lives. Remind the students that a good listener will paraphrase what the speaker has said, to be sure that the message was understood. (If the students do not start talking right away, give ideas to speak about, such as the weekend, a favorite present, or a funny memory.)
3. Monitor the class, "freezing" pairs that show pacing.
4. Point out the similarities between the pair, and how it is pacing. (New information)

Invite a volunteer to come to the front, and model the activity. Make sure every student understands the directions before the activity begins. (Modeling, guided practice, and checking for understanding)

Monitor the activity, pointing out pacing as it is seen. (Also pay attention to the rate of speech of the students.) (Practice application)

Pull the class together and make a list on the board of types of pacing that were modeled during the activity. Ask how the students felt when their partner modeled pacing, and when they did not. Ask how this can help build a feeling of community. (Closure)

(Bocchino 80-81)

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**TITLE:** Who are we? (a group activity)

**SUBJECT:** Social Studies

### **INDIANA STATE STANDARDS:**

SS 2.5.2 Explain how individuals are members of many different groups and compare and contrast the expectations of behavior in different groups.

**CONTENT OBJECTIVE:** The student will be able to identify three different groups of people,

as well as the similarities and differences of the identified groups.

**LANGUAGE OBJECTIVE:** The student will be able to explain his or her choices made while categorizing the similarities and differences of the identified groups.

**SOCIAL SKILLS OBJECTIVE:** The student will be able to work in a group of three with identified roles.

The student will be able to exhibit specific types of pacing (posture, facial expressions, and paraphrasing another's idea for clarification).

### **Motivation**

Begin by asking the students who is a member of a community, and of which community. Explain that we will be comparing and contrasting different groups of people, or *communities*, in small groups (write the word on the board).

### **Procedure:**

Make a list of the different communities the students belong to. (Examples: school, family, church, town, Girl Scouts) (New information)

Make a Venn Diagram on the board (with three circles). (If the class has not used Venn Diagrams before, explain why they are used.) Have the students pick three different communities, and label each circle with one. Model how to place words on the diagram, such as placing the name of someone (If the person belongs to all three communities, then the name goes in the middle, where all three circles overlap.). Also model how to place characteristics and responsibilities of the different communities (such as meets once a week, must follow rules, OK to run, must be quiet). (Modeling/Guided practice)

Break the class up into groups of three (four if necessary). For each group, if at all possible, have a high student be the task-monitor, a low student be the sharing-monitor, and a student who is disliked be the writer (in groups of four, have a student who is generally well-liked, and is at any level, be the noise-monitor). This will help the disliked student be included in the activity, because they are a necessary component to the assignment (Campbell 56). (See *Introduction to Communities and the unit* for roles explanations.)

Also, new for this lesson, "pacing chips" will need to be passed out. These are chips with pacing behaviors written on them. Each student should hold onto his or her chips, until the pacing labeled on the chip has been modeled, then the chip is moved to the center of the group. The goal is to place all of the group's chips in the middle. (Bocchino 82)

Provide the students with butcher paper and magazines. Allow the students to use pictures, words, or phrases in the Venn Diagrams. Proceed to have the students complete the assignment, observing that the roles are used. (Practice application and checking for understanding)

Allow students to share their Venn Diagrams with the class. Encourage the students to note similarities and differences between different Venn Diagrams (example: "Why did X's group say you must follow rules only at school, but Y's group said you must follow rules at school and church?"). If possible, post the diagrams in the classroom to allow further discussion among the students. (Closure)

Extension: Allow the students to look at the diagrams during activity centers (or free time). Possible activities could be to discuss the differences, write a paragraph explaining why one diagram is correct (and another is not), or pick a community not listed on a diagram, and explain how it could be added.

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**TITLE:** Where We Live

**SUBJECT:** Social Studies

**INDIANA STATE STANDARDS:**

- SS 2.3.1      Use cardinal\* and intermediate directions\* to locate places on maps and places in the classroom, school, and community.
- SS 2.3.2      Identify the absolute\* and relative locations\* of places in the school and community setting using a simple grid map.

**CONTENT OBJECTIVE:** The student will be able to follow a map and use a compass rose correctly.

**LANGUAGE OBJECTIVE:** The student will be able to give oral directions.

**SOCIAL SKILLS OBJECTIVE:** The student will be able to work in a larger group with identified roles.

**Motivation**

Begin by asking the students "Where do you live?" Write down the responses on the board. Guide the students towards describing their neighborhood and home.

**Procedure:**

Read back over the list with the students. Ask what they described (neighborhood). Write *neighborhood* on the board. Explain that a neighborhood is a place where a group of people live. Underline *neighbor* in neighborhood, and have the students name a neighbor. Have the students make connections between a neighborhood and a community. A *community* is a group of people, and a *neighborhood* is a place.

Ask the students how we can see where everything is in a neighborhood (Possible answers: walk around, look out a window, use a map). Explain that we will be using a map and a compass rose, in order to give correct directions. (New information)

Use Google Earth, on a projector, to show the students a close up view of the community where the school is located (Google Earth can be downloaded for free). Show the students where the school is, and locate other key places in the community. Model giving directions, such as how to get from the school to the library. Highlight where the compass rose is while doing this; if cardinal directions are a new concept, introduce them now. (Modeling)

Break the class into three or four groups, to create new "neighborhoods". Give each student a different role. Possible roles include: map recorder (draw the map on a piece of paper), directions recorder (write the directions created), questioner (asks questions to the group during the activity), materials organizer (in charge of the materials), noise monitor, task monitor, and sharing monitor.

Move the students to a clear area in the room, where a map will be assembled. Give each group supplies to create a map on the floor (masking tape/paper strips for streets, marker for labeling, paper plates for buildings).

Have the students take turns labeling buildings and streets in their group, as well as laying down the different pieces of the map (streets, buildings, title, compass rose; each block out of paper should be approximately one foot, each block out of masking tape should be approximately three feet, if room). While the class is creating the map, the questioner should ask their group members questions to help them become familiar with the map (for example: What is south of our house?). Have a list of possible questions to assist this student. Once a group is finished, give the students a set of directions to follow, to see where you are going (for example: I left our house and went south on Water Street, turned east on Dubois Street, and then turned north to enter the building. Where did I go?). Ask a student to trace the route you took on the map (or walk the route if with masking tape). Do this for every group. (Guided practice)

Ask the questioner to give a set of directions like you have been giving. Continue to have a different student follow the route on the map. (Check for understanding)

Have a different student (such as the map recorder) give a set of directions between two places, and the rest of the group will take turns giving alternate directions between the same two places. (Practice application)

Pull the students back together and discuss when reading a map could be useful. (Closure)

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**TITLE:** Reflective Listening

**SUBJECT:** Listening and Speaking

**INDIANA STATE STANDARDS:**

- ELA 2.7.1 Determine the purpose or purposes of listening (such as to obtain information, to solve problems, or to enjoy humor).
- ELA 2.7.3 Paraphrase (restate in own words) information that has been shared orally by others.
- ELA 2.7.6 Speak clearly and at an appropriate pace for the type of communication (such as an informal discussion or a report to class).

**CONTENT OBJECTIVE:** The student will be able to determine the purpose or purposes of listening.

**LANGUAGE OBJECTIVE:** The student will be able to share information at an appropriate rate, as well as restate information shared by others.

**SOCIAL SKILLS OBJECTIVE:** The student will be able to reflectively listen, and explain the four steps to reflective listening.

**Motivation**

Begin by telling the students a humorous story about yourself, but speak very quickly. After the story is finished, ask the students if they enjoyed the story and why they think you told the story. Explain that they are going to learn how to be better listeners, which will also help

them become better speakers.

**Procedure:**

Tell the students that there are four steps involved in reflective listening. Inform them that sitting/standing, keeping your eyes open, pretending to look at the speaker, and randomly nodding are not the four steps (if the class cannot handle humor, do not include this). Let the students know that the four steps are:

1. Listener observes and takes in verbal/nonverbal cues from speaker.
2. Listener processes cues and forms a hypothesis (a prediction/guess) about speaker's thoughts and feelings.
3. Listener tests understanding, by restating what the speaker has said and asking questions.
4. Listener attends to additional cues.

(Bocchino 56)

On the board, write a simplified version of each step:

1. Watch and Listen
2. Predict
3. Restate and Ask
4. Watch and Listen again

(New information)

Brainstorm with the students why these steps are important. While each student gives a reason, model the four steps. As more students share, begin to verbalize your thoughts ("I see that John had his arms crossed while he was speaking, so he must either not be interested or he does not agree. John- to him- you said that ..., but I don't understand. Do you really think that? Why?"). Continue to think-through the process, and explicitly label the steps for the students. (Modeling/Checking for understanding)

Pair the students up, and pass out speaking prompts. Possible prompts include: describe a pet, your past birthday, what you ate for lunch, what you learned in a different class, and your favorite book or story. Have the speaker read the prompt, then talk to the listener. Observe the pairs, encouraging them to verbally think through the steps listed on the board. If you see a good example of pacing, freeze them to point it out. After everyone has had a chance to work through the steps, ask the students if they noticed anything (that the steps are more like a cycle, and continue automatically). (Guided practice)

Have the students switch roles, and have the new speaker begin. The pairs should continue through the reflective listening process, possibly changing roles automatically as well. (Practice application)

Pull the class together, and ask what kind of listening the students did today. What it for enjoyment or information? Ask the students how reflective listening made them feel as the listener and as the speaker; also ask how this can help a community become closer. (Closure)

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